

SEND Policy



It was developed by		SENCO and Inclusion Team
Consultation		Leadership Team
Web		
School	Y:\School Level\Policies\Special Educational Needs - Statutory\SEN Policy	
Governing Sub Committee		Whole Governing Body
Policy Success		SENCO
Governor Presentation		
Communication: This policy is hosted on the school website and available for copying from there, alternatively a hard copy can be provided free of charge.		
It will be reviewed:		Every two years
It was last reviewed:		January 2021
Next Review no later than		January 2023

Policy Monitoring

Core Policy Information			
Policy Title		SEND Policy	
ID	SEN	Area	Pastoral
Development Status		Embedded	
Development			
Legal Basis		Not Statutory	
Legal Guidance		Special educational needs and disability code of practice: 0 to 25 years This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are: • The Special Educational Needs and Disability Regulations 2014 • The Special Educational Needs (Personal Budgets) Regulations 2014	
RACI			
RACI	Position		Name
Responsible	Special Needs Co-Ordinator		Vanessa Radcliffe
Accountable	Deputy Head Teacher		Jeremy Himsworth
Consulted	Whole school community		
Consultation Details	Email circulation inviting any comments, queries or concerns. Weekly communication, facebook		
Informed	Whole School Community		
Informed Details	Email confirming location of policy and its recent review and update		
Review and Ratification			
Review	Frequency	Latest Review	Next Planned Review
Review Cycle	Bi-Annually	Spring 2021	Spring 2023
Governor Oversight	Leadership	Latest Approval Date:	Spring 2021
Approval Level	Full Governing Body		
Approval delegated to	Not Applicable		
Storage and Communication			
Hard Copy	Staff Room, PPA Room, Head Teacher’s office, Entrance		
Web Link	https://www.chesswood.w-		

	sussex.sch.uk/page/?title=Concerns+and+Complaints&pid=190)
System Link	Y:\School Level\Policies\Complaints - Statutory

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School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all pupils leave this school with confidence and the ability to take advantage of future opportunities.

Introduction

1.1. SEN Vision and Strategy

We are an inclusive school. As such, inclusive practice is at the centre of Chesswood – we seek to encourage all members of the school community to actively engage, challenge and support provision for Special Educational Needs.

The team around our pupils with SEND is highly valued at Chesswood and parents are consulted regularly so they and staff can work together to support the pupils in accelerating their progress. We also value our external agency support and have termly review meetings with a range of external agencies to quality assure our provision and seek further support if and when necessary.

Good practice for pupils with SEND is often good practice for all. Where possible we create an environment which supports our pupils' SEND through quality first provision- examples being whole school use of visual timetables, dyslexia friendly approach to teaching spellings for all and Regulation Rainbow approach to support pupils with social and emotional needs.

Where necessary, staff are supported by the Inclusion Team to deliver interventions to either groups or individuals if their need is more bespoke.

We see SEND provision in Chesswood as a journey we take with the child and their family to discover what will make a difference for them and help them to be happy, resilient and successful members of the Chesswood community.

All SEN pupils will be challenged with high expectations for achievement, making

the same, or better, good progress as those with no SEND to ensure gaps close with their chronological age expected levels. Within year, pupils with SEND will demonstrate that they are closing the gap within their standardised scores or through evidence in other assessment. When this is not possible due to the complexity of need, progress will be evident within books and other relevant records of progress. By using targeted intervention programmes and regular assessment we will ensure that provision for each child will be real, relevant and engaging.

Transition for all pupils, but especially those with SEN, will be a positive and a fully informed process. Our strong links with all feeder schools allow interventions to start pre-transfer enabling pupils to become familiar with working practice and remove barriers of anxiety that can occur during transition

Pupils who have SEND are seen as the responsibility of the whole school and as such are a high priority for all staff within school. With this in mind we will prioritise their needs where we can in order to provide them with an inclusive, broad and balanced curriculum.

Chesswood takes pride in the implementation of the Special Educational Needs Code of Practice. To read in full please follow this link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

1.2. SEND Definition

- SEND Code of Practice pages 15-16:

‘xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For pupils aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other pupils

or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.'

1.3. Areas of need:

- Cognition and learning
- Social emotional and mental health
- Speech, language and communication needs including social communication:
- Sensory and/or physical needs

1.4. Levels of SEN need:

The vast majority of pupils who are supported on the SEN register are done so through **SEN Support level** which is overseen by the school.

When, over time and with a high level of support, progress is not made, we may discuss with parents whether it would be appropriate to consider an **Education Health and Care Plan (EHCP)**..

1.4.1. What is an Education Health and Care Plan?

This level of support is overseen by the local authority and is a statutory plan of support for a specific child. At Chesswood, we encourage parents to discuss with us if they feel that their child may require an Education, Health and Care Plan. There are clear thresholds for Education, Health and Care Needs Assessments to be agreed by the local authority. At Chesswood, we have significant experience of requesting such assessments and the SENCo is happy to discuss this further with any parents who wish this.

Please visit this page first to consider further:

https://westsussex.local-offer.org/information_pages/483-education-health-and-care-plans

1.5. SEN Principles

- A child with special educational needs will have their needs met comprehensively using the assess, plan, do, review learning model.
- The views of each child will be listened to carefully, respected and wherever appropriate will underpin their future provision.
- Parents have a vital role to play in supporting their child's education; they are

expected to take a full partnership role in coproducing the provision for their child.

- Any decision about a, or for a, child will be based on the best robust evidence available including views of the child and family, professional agencies and academic staff in contact with a child. We aim to co-produce a child's support with families as working holistically as a team around a child is going to have the best outcomes for that individual. We seek to gain parental views at least termly through using structured conversations within the SEN Review meetings. The high attendance that we have at those meetings speaks for itself in the value that parents place upon them. Parents are always welcome to contact the school at any time should they wish to as we value their views.

- Where possible, our curriculum will be adjusted according to the needs of individual pupils ensuring each child enjoys, experiences and is enriched by a broad, balanced and relevant curriculum.

- All staff will work together to ensure that any child's special educational need is identified, assessed and that provision is made. Staff, parents and outside agencies will work together in partnership to seek best practice when devising interventions to maximise each pupil's progress.

- Interventions are regularly reviewed to assess their impact, and provide next steps to improve

- There is an aspiration that pupils progress, in order to, in time, then come off the SEN register, when it is in their best interest.

- Pupil Learning Plan targets will be set for all SEN Support pupils and for those with an EHCP. Opportunities for explanation and review of the Pupil Learning Plan will be embedded within each school term; the view of all stakeholders will be considered when reviews are made.

2. Assess, Plan, Do, Review Cycle

2.1. Assessment

Chesswood uses a wide range of specialist assessments as well as class teacher assessments against the national curriculum statements and whole school assessments, for example, Star Reader, in order to follow the SEN Code of Practice's Assess, Plan, Do, Review cycle.

SEN assessments available in school	Further information
Dyslexia Screener	<p>All pupils are screened for dyslexic tendencies using this tool in the Autumn term of Year 3 and Year 5. As a screening tool it provides colleagues with a high level overview for which pupils may need further assessment to enable professionals to better meet their needs.</p> <p><i>This is not a diagnostic assessment.</i></p> <p>http://www.gl-assessment.co.uk/products/dyslexia-screener</p>
Dyslexia Portfolio	<p>This is a broader, more in depth, assessment for dyslexic tendencies which would be carried out if the screened showed <u>significant</u> difficulties. This would be used to inform planning support for the pupils.</p> <p>http://www.dyslexiportfolio.co.uk/</p>
Neale Analysis of Reading Ability (NARA), GL Assessment	<p>The Neale Analysis of Reading Ability (NARA) measures the accuracy, comprehension and rate of reading in pupils from the age of 6 to 12 years. It provides a comprehensive gauge of a pupil's interest in reading.</p> <p>The individually administered assessment consists of parallel forms for testing and extension passages for use with more able or older pupils. Two alternate standardised tests enable the monitoring of a pupil's performance without them becoming too familiar with the passages, in addition to one diagnostic test.</p> <p>http://www.gl-assessment.co.uk/products/neale-analysis-reading-ability</p>
PM Benchmarking, Oxford University Press	<p>This detailed reading assessment assesses the level that a child can read at independently and also their instructional level (the level which provided appropriate challenge – 95% accuracy- so best progress can be made). It also provides detail of the errors made assesses both the child's literal and inferential comprehension. This assessment provides an additional resource to the core Star Reader Test where appropriate</p> <p>https://global.oup.com/education/content/primary/series/pm/?region=international</p>
SPAR spelling and reading tests, Hodder Tests	<p>The SPAR (Spelling and Reading) Tests are suitable for group administration to Year 3 pupils having a wide range of ability, and for less able, older pupils with anticipated reading ages of up to 9 years.</p>

	<p>The spelling 'banks' allow the selection of three 40-item spelling tests without overlap and many more with partial overlap. Norms are presented separately for reading and spelling, as standardised scores (for 7:0 to 8:11, extending to 12:11 for less able pupils) and as reading and spelling ages (for 6:0 to 10+).</p> <p>http://www.hoddertests.co.uk/tfsearch/reading/spar.htm</p>
BPVS (British Picture Vocabulary Scale), GL Assessment	<p>This assessment can be used either on its own to assess a child's receptive language (understanding) or in conjunction with the Dyslexia Portfolio to add further detail to that assessment.</p> <p>http://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-third-edition</p>
Sandwell Number assessment, Sandwell	<p>This detailed number assessment assesses the child's number knowledge in five different areas: identification of number, oral counting, value and computation, object counting and language. It assesses from P levels to level 3A and also gives a child a number age.</p> <p>http://www.sandwellearlynumeracytest.co.uk/sent-ks23/</p>
Memory Magic	<p>A resource for teachers to assess working memory and develop memory skills with pupils at Key Stages 1 - 3. Working memory and memory skills are crucial for both language development and learning. This programme consists of 63 fun packed and graded activities which are divided into 7 "Magic Tricks" that help pupils discover how to support their working memory and learning:</p> <ul style="list-style-type: none"> • Focus • Rehearse • Group • Picture It • Map • Link • Your Spell <p>http://www.stasspublications.co.uk/publications/memory-magic</p>
Lucid Ability, Lucid Research	<p>Lucid Ability uses enjoyable and stimulating activities to assess verbal and non-verbal reasoning skills in the age range 4 - 16 years. Each test automatically adapts to the child's individual ability level, making assessment very time-efficient and easy to administer. The total assessment time is about 15 - 20 minutes (conventional assessments of equivalent quality can take 2 - 3 times longer).</p> <p>https://www.lucid-research.com/sales/esales.htm?category_id=31&product_id=186</p>
Boxall profile	<p>This provides a framework for the precise assessment of pupils who have social, emotional and behavioural difficulties and are not making adequate progress at school. It enables teachers to plan focussed intervention to support what lies behind the behaviour displayed.</p>
Fulton Profile	<p>This profiles pupil's needs according to:</p>

	<ul style="list-style-type: none"> • Social interaction • Social communication • Social imagination and flexible thinking • Motor and organisational skills • Learning style • Sensory issues
Sensory Profile	Pupils who are showing some sensory needs in school that could be causing a barrier to their progress. For all to have a full understanding of any sensory needs to then plan to mitigate them.
Fixed Interval Sampling	To create a detailed record of learning behaviours to unpick in order to target support most appropriately.
Strengths and difficulties questionnaire	<p>To track stress levels as perceived by the pupil, their parent/ key staff in school.</p> <ul style="list-style-type: none"> • Score for overall stress • Score for emotional distress • Score for behavioural difficulties • Score for hyperactivity and concentration difficulties • Score for difficulties getting along with other children • Score for kind and helpful behaviour

Assessment is used to both plan for intervention by identifying specific needs and also to measure the impact of intervention.

Progress is tracked through the Pupil Learning Plans and Provisions using the Provision Mapping Tool.

Pupil Progress meetings focus on pupils who are not on the SEN register and it is through this meeting, as well as through informal meetings between staff and the SENCo that pupils' need to be monitored by the SENCo or included on the SEN register will be considered. Parents would then be consulted in order to fully consider their views.

2.2. Pupil Provision Plans

We use the Provision Mapping Tool. <https://www.provisionmap.co.uk>

Support is detailed in 3 separate documents:

- **Pupil Passport** – this is the one-page profile i.e. the pupils' views where the pupil's views are recorded on a termly basis as well as strategies used within the classroom to support their needs such as visual aids, overlays, behaviour management strategies etc. These are not specific targeted support but ongoing support strategies.
- **A Learning Plan** – this includes information from the class: class assessment data year on year; SEN assessments, external and internal SEN advice; targets to work on in class (i.e. NOT a separate intervention)

- **Provisions** – this is where we document interventions – most of which will be run by class staff e.g. tutorials, phonics, Rapid maths, handwriting, additional reading etc. Some may be delivered through the Inclusion Team.

- Some pupils may also have a **Risk Assessment**. This documents potential risks to themselves and others from their behaviour. The Risk Assessment clearly documents supportive strategies as well as possible consequences using a Stage 1-6 approach. This is a document held within school and shared with parents.

- Some pupils with 1:1 support may also have a **Regulation Tracker** which helps us to track how well they are able to engage in their learning and monitor progress.

2.3. Responsibilities

A pupil may have a range of interventions that are planned for by both the class teacher and the Inclusion Team. It is important that all staff understand their responsibilities in planning the interventions and keeping the Provision Plans real and relevant 'live' documents.

2.3.1. Governors

- The SEND governor meets with the SENCo on a termly basis to oversee the provision for SEND pupils in the school and hold the SENCo to account for their progress.

2.3.2. Head

- The Head publishes termly Achievement reports which feed directly into the Assess, Plan, Do, Review cycle.

- The Head holds the SENCo to account for the progress made by pupils on the SEND register, being a critical partner in his support.

2.3.3. Deputy Head and Assistant Head

- The Deputy Head leads the Pastoral team and as such works closely with the SENCO to support pupils who have both pastoral and SEND needs.

- The Assistant Head supports the SENCO in planning for and quality assuring the curriculum support that pupils with SEND may require. He also supports the Year Leaders in line managing the majority of the TAs.

2.3.4. SENCo

- The SENCo oversees the interventions across the school and plans

according to need identified e.g. in recent years there has been significant development for the support of our pupils with social, emotional and mental health needs.

- The SENCo will, when appropriate and in liaison with parents, refer on to external agencies for further support or assessments (**see SEN Information report for details about the available external agencies that Chesswood can access**).

- The SENCo is responsible to oversee the implementation of the interventions delivered by staff who are not directly linked to a class and support the delivery of the intervention.

- The SENCo is responsible for measuring and reporting upon the impact of all interventions across the school.

- The SENCo is responsible for responding to training requests from staff both by delivering training and by booking support from external agencies. In-school training may be delivered through the weekly TA meeting, INSET or through individual or small group support.

- The SENCo is responsible for managing the SEN Register and deciding, in co-production with the parents and teacher, when a child can come off or go on to the register. Also, whether they meet the criteria for requesting an Education Health and Care Assessment through the local authority. See the threshold documents for further information:

Y:\School Level\Policies\Special Educational Needs - Statutory\SEN Threshold Documents

2.3.5. HLTA Academic Support

- The HLTA Academic Support is responsible for supporting the SENCo in her role.

- The HLTA has a crucial role in assessing pupils using the SEND specialist assessments. They also have a clear oversight of the provision and progress made by pupils who have speech and language needs and who are identified as having dyslexic tendencies.

- **Speech and Language:** The HLTA liaises with the Speech and Language therapist to facilitate assessments and ensures programmes are implemented. She then quality assures programmes of support, seeking support and advice from the SENCo when necessary. The HLTA is accountable for the implementation of speech and language

programmes and the progress pupils make towards their desired outcomes.

- **Dyslexia.** The HLTA administers the Dyslexia Screener as part of the Assess, Plan, Do Review cycle, following this up, where appropriate, with the Dyslexia Portfolio. She then feeds back to parents, teachers, TAs and the SENCo in order to co-produce appropriate support and further assessment, where necessary.

2.3.6. Year Leaders

- Year Leaders work with the SENCo as Lead SEN Professional for roughly half of the SEN Review meetings for pupils with less complex needs.
- They actively monitor the progress of these pupils in their year groups to work with their team to support the acceleration of progress.
- They liaise closely with the SENCo and if progress isn't satisfactory will consult with the SENCo to discuss alternative strategies and support.
- Line manage the TAs in their Year Team who are not working 1:1 with complex need pupils.

2.3.7. Class Teachers

- Class teachers are responsible for identifying a child who they feel may have a special educational need and discuss this with the SENCo as part of the graduated approach to SEN.
- The Class Teacher and Inclusion Team liaise to plan the interventions according to need. They meet with parents each term to discuss need and adjust intervention as part of the process of 'co-production'. This generally takes place in the SEN Review Meeting; however, parents are always welcome to contact the SENCo to meet and discuss progress whenever they feel the need.
- When an intervention is being delivered by a Class TA, the Class Teacher will be responsible to timetable the implementation and oversee the day-to-day running of the intervention. However, this will be quality assured by the SENCo and/or HLTA Academic Support.
- Pupil Provision Plans are reviewed each term using the Provision Mapping Tool. The Class Teacher is responsible for reviewing the One Page Profile with the pupil and discussing their progress with them, hearing their views on any other ways they feel they could be further supported.
- Class teachers are to understand and have a good knowledge of the range

of interventions that the pupil is receiving and support these interventions within daily classroom practice whenever possible. The class teacher must always be aware of the learning that pupils are accessing out of the classroom and adapt if necessary or inform the SENCo if any issues arise from interventions delivered from those staff who are not class based.

2.3.8. Teaching assistants

- The member of staff who is running the intervention (this may be the Class Teacher, Class TA, a member of the Inclusion Team or another TA) must, in liaison with the Class Teacher, detail the provision on the Provision Plan and on at least a termly basis measure the impact of the intervention through appropriate progress assessments.
- An Intervention Record must be kept and shared with the class teacher regularly (likely weekly or fortnightly) and with the SEN Lead professional at review meetings. If progress is not good a TA must take the initiative to consult with the SENCo informing her of barriers to progress at the earliest possible opportunity.

2.4. Provision

See the SEN Information Report for further detail.

Area of need	Assessment tools (see SEN Information Report for further details about assessments)	1	2	3
		Booster Intervention	1+ SEN Support	1,2 + EHCP
Communication and Interaction	<ul style="list-style-type: none"> • BPVS (British Picture Vocabulary Scale) • SALT Teacher questionnaire <u>External agency referrals</u> SALT referral Social Communication Team	Checklists/ task board Key vocabulary prompt sheets. Visual timetable Visual prompts	SALT programme led group Shape coding Narrative group STAR words (pre-teaching vocabulary) Social skills group Scaling – emotional literacy.	1:1 speech and language in class support

Cognition and Learning	<ul style="list-style-type: none"> • Lucid ability (verbal and non-verbal reasoning) • Dyslexia Screener • Dyslexia Portfolio • NARA (Neale Analysis of reading Ability) diagnostic and NARA II • PM Reading Benchmarking • STAR reader • SPAR and Vernon spelling assessments • Sandwell Number Assessment • Memory magic <p>External agency referrals: LBAT referral Educational Psychology Service (EPS) referral</p>	Rapid maths Rapid phonics Memory magic Checklists/ task board	High level needs (HLN) maths support HLN differentiated curriculum group Precision teaching	1:1 key skills intervention 1:1 in class support Bespoke learning programmes to meet individual needs.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Boxall Profile • Strengths and difficulties questionnaire • ABC behavioural monitoring <p>External agency referrals LBAT (Learning, Behaviour Advisory Team) Early Help School nurse Child Development Centre (CDC) CAMHS</p>	Regulation Rainbow Learning mentor groups Anger management Scaling Visuals e.g. Motivational Stair case Anxiety management Social skills Friendship group Feeling Good Charts Visual timetable Checklists/ task board Lunchtime club Key adult check-ins.	1:1 Learning mentor 1:1 Draw and Talk (Pastoral HLTA) In class support guided by Boxall profile strategies outlined in 'Beyond the Boxall'. Playground support Supervised play area	1:1 SEMH adult support to manage emotions.
Sensory and Physical	<ul style="list-style-type: none"> • Sensory needs checklist • Jump Ahead assessment <p>External agency referrals Occupational Therapy (OT) Sensory Support team School Nurse CDC</p>	Move 'n' sit cushion Fidget toy Regular movement breaks Proprioception support Chewies	PT programme (e.g. Jump Ahead) OT programme VI programme e.g. IOTA touch typing, Braille	1:1 in class support

2.5. How does the SENCo account for the impact of intervention?

The SENCo:

- plans how to distribute TA support across the school taking into consideration the hours required for support for pupils with EHCPs and SENS.
- assesses need from across the school and plans, along with Year Leaders, for specific SEN interventions which may need to target certain groups from

across the school e.g. speech and language; motor skills; Rapid Phonics.

- in collaboration with parents and class teachers, plans for interventions for all the pupils on the SEN Register and for some who may be on the Booster intervention register.
- records this intervention using the Provision Mapping Tool which is able to generate whole school reports for example a Whole School Provision Map and also progress reports.
- supports the process of Provision Plan reviews and uses this information to bring together impact reports for the different interventions.
- carries out termly drop-in observations in class which then feeds into TA Appraisals.
- leads, along with Year Leaders, the SEN Review meetings each term. At these meetings, attainment and other progress measures are considered and a termly progress judgement is agreed for reading, writing and maths.
- tracks progress according to target estimates and target acquisition along with progress statements agreed at the SEN Review meetings. This is important as many children with SEN may well stay within the 'Below' ARE bracket but make good progress within that which needs recognition.
- reports back to governors in the Leadership Report each term.

3. Inclusion

Central to SEND provision at Chesswood is a desire for inclusion for all pupils in a broad and balanced curriculum.

Strategies to achieve this aim include:

- Teachers making all reasonable attempts to adapt plans and learning activities to support a pupil's individual needs and when possible engage them in learning drawing on their own interests.
- Use a range of strategies to enable a pupil to access the curriculum e.g. use of technological aids, scaffold through writing frames, enable a pupil to record their work using alternative methods e.g. using pictures and labels.
- Use mixed ability grouping when appropriate.
- Work closely with pupils and their parents to overcome any barriers to

learning that they may face, planning their support through the use of the Provision Plan.

- Celebrate a pupil's strengths and listen to their views when planning support.
- If necessary, complete an individual risk assessment to ensure full inclusion, when possible, for residential and day trips.

3.1. Inclusion for pupils who struggle with emotional regulation.

3.1.1. What is emotional regulation?

'Emotion regulation is the ability to exert control over one's own emotional state.'

<https://www.psychologytoday.com/gb/basics/emotion-regulation>

Within school, emotional regulation is the state of arousal felt by a pupil and reflects their ability to calmly engage in both learning and social contexts within school.

3.1.2. The Regulation Rainbow

The Regulation Rainbow strategy builds upon the widely recognised Zones of Regulation approach. There is a wealth of resources available which is used to support our pupils who require support in this area.

The Regulation Rainbow Strategy is our whole school policy. The principle between this and the Zones of Regulation is the same – it is our aim to support our children to recognise, name and have strategies to manage their different states of arousal. There is no such thing as a 'Bad Zone' - having big feelings is a normal part of life. The Rainbow is not about stopping pupils having 'big feelings', it's about learning how to manage all the colours of the Rainbow when we feel them, so they don't create a social, emotional or academic barrier to progress or happiness for themselves or others.



To read more about the Zones of Regulation, <https://www.zonesofregulation.com/learn-more-about-the-zones.html>

In summary:

‘The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.’

The Regulation Rainbow builds a further range of colours for pupils to explore more diverse emotions when they are ready to do so – **See Behaviour Policy for further information.**

The following description gives a clear overview of the core four Zones of Regulation which is at the heart of the strategy.

*‘The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.*

*The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.*

*The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.*

*The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.’*

3.1.3. How do we support pupils who may be a risk to themselves or others?

It is important to keep in mind that a pupil’s behaviour is a form of communication. For a wide range of reasons, a pupil may become dysregulated to the point that they are a risk to themselves or others. This may be due to a pupil who has experienced trauma through adverse childhood experiences, or they may have some neurodiversity, for example autism or ADHD, resulting in emotional regulation difficulties that they have challenges to contain. There may of course be many other reasons, each child is an individual, with their own needs and history.

If a child is a risk, they will have a Risk Assessment (see Appendix 13.1), which is co-produced with parents to work together as a team around the child.

If a child is in either the Red or Purple Zones of the Regulation Rainbow, they may

need to have time in a quiet, safe space with the support of a key adult. We have a number of calm down rooms (CDR) where pupils can go to use as a safe space. We adapt the room to suit their needs e.g. add a soft bean bag or blanket; give them a regulating activity for example colouring// Lego; or some pupils need the room to be empty with no sensory distraction.

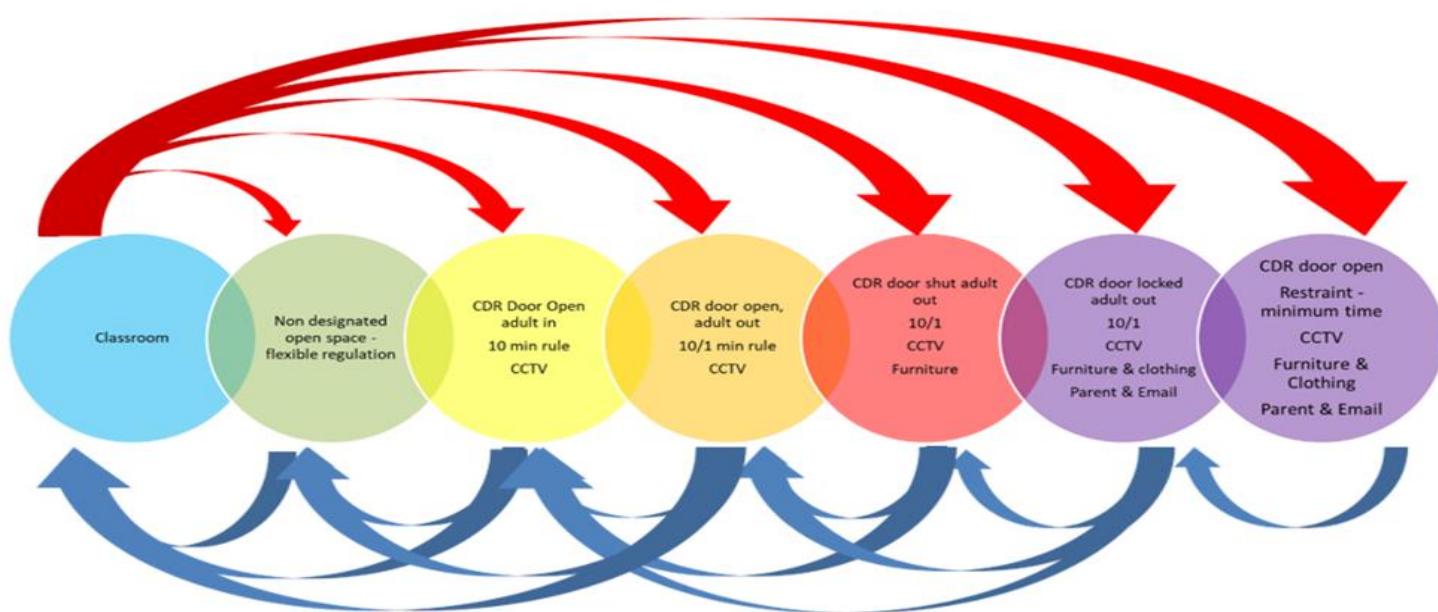
Sometimes a pupil may need an adult to move them to a safe place. In school we have a number of Team Teach trained adults who are able to support pupils in this way. Parents are informed if this has been necessary. To read more about Team Teach and positive handling please go to: <https://www.teamteach.co.uk>

All staff are able to use 'reasonable force' to keep a pupil or others safe according to our **Staff & Volunteer Safeguarding Conduct and Acceptable Use Policy**.

Rarely, a pupil may be so dysregulated that they are unable to control their actions and we have to use the following graduated approach. For the vast majority of children, they just need a safe, quiet place, away from class, to calm and regulate before returning to class. The child will always have an adult supervising them to help co-regulate and get back to the 'Green Zone' or at least the Yellow Zone as a first step.

If the risks increase, then the child may move into the red or purple areas of the following diagram as they are presenting a risk to their supporting adult. All such incidents are clearly documented, tracked and shared with parents. It is expected that if a pupil does occasionally reach these levels of dysregulation, the support we can offer within a mainstream setting will have the impact of reducing the frequency and intensity of such incidents.

If not, please see **3.1.5 When support and actions are not enough**.







3.1.4. Team around a child with complex emotional regulation needs.

Often a child with complex emotional regulation needs will have a 1:1 TA who works with them. They will also have a named member of the Pastoral Team as a key worker. The SENCo and SLT team will also have a strong relationship with them.

To support these children, we use a strong relational approach and take time to build relationships with these children. A nurturing and empathic relationship following the principles of PACE (see Appendix 13.4) to form a strong a trusting attachment is crucial. See our Behaviour Policy for further information.

When they dysregulate and start moving from the Yellow Zone to the Red or maybe Purple Zones staff follow the following structure in staff support:

If a child's regulation is at red or has gone straight into purple – follow this protocol:	
1:1 support Child's regulation level is causing significant disruption or	1:1 adult is typically expected to guide the child out of class without additional support. They will have an identified quiet/safe place to move to. This is not expressed as sending the child out of class but supporting them to learn in a place where they will hopefully feel more comfortable and regulated. This is a supportive measure.

<p>risk to the other pupils or staff in class.</p> 	<p>At such times, no child is to cause significant disruption or distraction in the classroom – the needs of all are put first in the classroom and the needs of the one are met outside of the classroom in the most inclusive manner possible. If the child is causing significant disruption, the classroom environment is clearly not suitable for them at that moment.</p> <p>The 1:1 may need additional support in some cases at red and almost certainly at purple they will then engage the next level of support.</p>
<p>Named Pastoral Key Worker</p> 	<p>Named Pastoral Key Worker is called by walkie talkie. It is possible the key worker is engaged in something different that cannot be left, if so, move to the next step.</p>
<p>Other Pastoral Team Member</p> 	<p>Another available Pastoral Team member will assist. It is likely that difficult choices may need to be made to come away from other priorities but this will be necessary to support the 1:1 and their pupil.</p>
<p>SEN HLTA (Academic Support)</p> 	<p>SEN HLTA is called if no member of the pastoral team is available (this would be only due to an exceptional reason) then the SEN HLTA could be engaged in a morning if available.</p>
<p>SENCO (T-TH) SLT (M & F)</p>	<p>If severe or complex issues arise then SENCO or SLT would be called.</p> <p>However, it would generally be expected that the need for the SENCO or SLT to be involved in moving children to a safe space will be rare.</p>
<p>See Behaviour Policy regarding the use of Team Teach and ‘reasonable force’ in order to support keeping pupils and staff safe.</p> <p>Pupils are highly likely to have an individual Risk Assessment which needs to be used (if not, a RA will need to be drawn up urgently).</p>	

If a staff member has found the experience distressing, the Pastoral Team/ SENCo will support them to destress. It is important for staff to be supported in such circumstances.

3.1.5. How do we monitor progress?

- Most of our pupils manage in line with the Behaviour Policy.
- For those who needs support through the Regulation Rainbow, progress for those pupils on the SEN register is monitored through their Provision Learning Plan Reviews.
- For a small number of pupils, they have more support and may have a 1:1 adult who works with them. These pupils then have a Regulation Tracker which colour codes the pupil's level of arousal around a personal code throughout the day. This is then regularly reviewed, at least half termly, to assess if progress is being made.

3.1.6. When support and actions are not enough

When a child's trauma begins to challenge the normal order and experience within a mainstream school environment the school must reorganise in a bespoke way for the individual. It is likely that reorganisation and response will be adjusted and changed frequently in a positive response to the demands and challenges posed by the child. It is also likely that a number of things that adult believed would work will not and vice versa.

The reorganised and bespoke support is undertaken to ensure the child is increasingly able to manage the typical demands of a mainstream school environment. Assuming the individual support has integrity i.e.














- The core ethos of the school is inclusive, is alert to childhood trauma and its effects and takes consistent action pastorally to mitigate positively against the effects of this.
- Broadly the right support actions have been taken
- The resources within the finite limits have been made available
- The staff have implemented the actions faithfully
- The staff work as one cohesive and aligned team; wherever possible with parents and external professionals.
- Appropriate communication has been undertaken to ensure all parties are informed of the principles and actions, and wherever possible have co-produced and support the actions.

- Clarity and legitimate authority has been secured for all – it is of fundamental importance that an individual child in crisis is able to rely on clear lines of authority and expected responses – building trust and certainty in an otherwise, often, chaotic set of behaviours and emotions. School response should be undertaken as a matter of course and not undertaken punitively.

If the above is in place and has been sustained and is not having the desired effect leaders, in partnership with parents and external professionals are responsible for determining appropriate next steps and solutions. It is expected that leaders will exhaust options available including creative options to ensure our most vulnerable children are able to hold a positive place in a mainstream environment. This becomes particularly important when, despite repeated positive strategies being used isolation or exclusion is thought to be required or used to prevent or address significant harm to the child, other children, staff or school property or belongings of inhabitants.

The model below illustrates the thresholds for a child in a mainstream environment:

Challenging and complex child		This model illustrates a framework for consideration when support package has been sustained and has integrity against the outcomes within specific areas of the school.			
	Impact on other children	Typical Classroom	Below typical Expectations	Well below typical	Exceptional Challenge

		Expectation		expectations	
Beyond Expectation	Positive and motivating effect				
Typical Classroom Expectation No additional support	In class				
Below typical Expectations Wider teams/ group TA	Adjustments required to minimise impact				
Well below typical expectations 1to1 Group	Out of class – impact on other children				
Exceptional Challenge Close support 1to1	Out of class – consider school placement	Despite the support package the child remains an exceptional challenge. Where this is sustained in medium (months) and long term (years) Consideration whether it is appropriate to continue in a mainstream environment as need cannot be met.			

The aspects to consider

1. The level of challenge – the types of behaviour and their intensity
2. The location of challenges – is there a pattern to the location – class, assembly, PE, Music
3. The frequency of challenge – how often do the challenges present themselves
4. The foot print of challenge – who are the challenges affecting?
 - Child
 - Peer Group – specific or random
 - School Staff – immediate staff (1to1, class teacher), specific staff (MDS, specialist teachers)
5. The impact of challenge – how much hurt and harm is caused – physical, emotional (long, medium and short term); feelings of safety; destabilisation of normal processes – learning, classroom environment; management of parental concerns.

When a child is considered to be in the purple zone above serious consideration must be

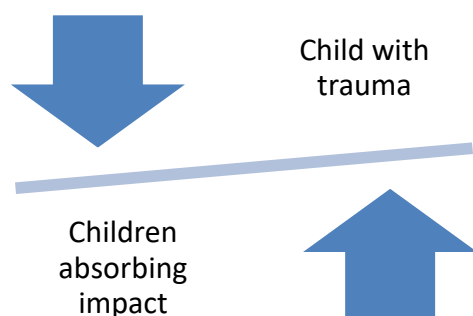
given by school leaders and others on the extent to which a mainstream environment is appropriate in the short, medium and long term. Chesswood Junior School seeks not to exclude children, particularly permanently as this would typically increase trauma for the child and family. It must also be recognised that all children are welcome at Chesswood, regardless of need, however, even as an exceptionally inclusive school there are limits to our ability to secure and sustain a fundamental balance.

When the impact of the behaviour from a child with trauma causes significant disruption to a individuals, groups or classes within the peer group – leaders must question and answer whether:

Everything reasonable has been done to meet the needs of the child with trauma and in crisis

The impact, particularly on other children (children whom also may have a range of trauma and complex need), is causing significant harm and disruption to:

- Learning
- Mental Health & Well Being
- Good order



3.2. *How can technology support pupils with SEND?*

At Chesswood, we use a range of technologies to support our pupils who have SEN. This is constantly growing as we find more supportive technologies. Examples are:

- Clicker docs word processing app
- Speech to text software
- Lap tops
- iPad basic skill games and apps
- Talking tins

- Screen readers
- Technologies provided by SST to support pupils who use Braille or require magnification:
 - Duxbury
 - Zychem
 - SuperNova

3.3. Dyslexia

Though we have not formally completed the process to become a 'Dyslexia Aware School', we do aspire to be a school which provides quality provision for pupils with dyslexic traits as the British Dyslexia Association calculate that approximately 10% of the population are dyslexic and, 'with the right support, the strengths and talents of dyslexic people can really shine' <https://www.bdadyslexia.org.uk/dyslexia> - visit the BDA website for further information.

3.3.1. Definition of Dyslexia?

The Rose Report (<http://www.interventionsforliteracy.org.uk/assets/Uploads/The-Rose-Report-June-2009.pdf> 2009) states that:

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities.
- It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention

3.3.2. Identification of specific learning difficulties (dyslexia)

Though neither Chesswood as a school, nor WSCC advisory teachers, make a

formal diagnosis of dyslexia, we do screen all pupils using the computer-based GL Dyslexia Screener. We also have an in-depth 1:1 paper-based assessment, Dyslexia Portfolio in order to explore needs further.

These assessments, alongside consultation with the parents, pupil and teachers, will indicate if a pupil has dyslexic tendencies and if so, to what extent. The outcomes will then become part of the Assess, Plan, Do, Review cycle when considering support.

3.3.3. Supporting pupils with dyslexia

We view each child as an individual so when we assess a pupil who may have dyslexic traits, we unpick their specific difficulties. We have a range of strategies to support our pupils with dyslexia e.g. overlays and coloured paged books, screen readers, word processing tools, dyslexia friendly texts e.g. Barrington Stoke, multi-sensory approaches to teaching spelling, bespoke spelling lists to go home, key word visuals available in class etc. In general, we find that support for pupils with dyslexia is quality support for all but if they require something bespoke to support their needs, we will happily support any intervention or strategy that makes a difference.

3.4. *Support for pupils with Cognition and Learning needs*

3.4.1. Use of Blooms Taxonomy can ensure aspirational support for a pupil

When using Blooms Taxonomy (see Appendix 13.2) with pupils with SEND it is important to challenge the pupils to extend their thinking regardless of their abilities to for example record their ideas on paper due to specific needs for example dyslexia or dyspraxia. Staff need to know their pupils well, for example, to understand that sometimes a pupil may not be able to read advanced texts, however if it is read to them, they may well be able to be challenged in their thinking about a concept or text which they could then express verbally.

3.4.2. Quality first provision:

- Ensure the pupil's strengths and difficulties in the curriculum are identified.

If the pupil is working at a level more than a year below their age-related expectations, identify specific gaps in learning using either the Band Sheets or the Pre KS2 Standards document.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment>

[data/file/903553/2021_Pre-key_stage_2_-](#)

[pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf](#)

- As part of the Assess, Plan, Do, Review cycle, ensure appropriate profiling tools and assessments are undertaken to be clear on barriers to learning which may be an alternative need from or additional need alongside cognition and learning e.g. Speech and Language, SEMH, Sensory/ physical or Social Communication.
- Use core Quality First strategies:
 - Differentiation through outcome or by design- ensure the task is achievable.
 - Chunking learning – use of a task board/ check list to build independence.
 - Visual support
 - Multi-sensory approaches to teaching spelling and the broader curriculum where possible
 - Concrete apparatus
 - Metacognition strategies – empower pupil to communicate and understand own difficulties and strategies that support.
 - Build self-esteem through positive recognition of effort over attainment.
 - Use Regulation Rainbow to encourage pupil to accept challenge and understand the principles behind Growth Mindset.
- When Quality First Teaching Strategies, with the support of TAs in class, are not enough, consider appropriate interventions – see the SEND Information Report for current Interventions available for the different areas of need.

3.5. Support for pupils with Speech and Language needs

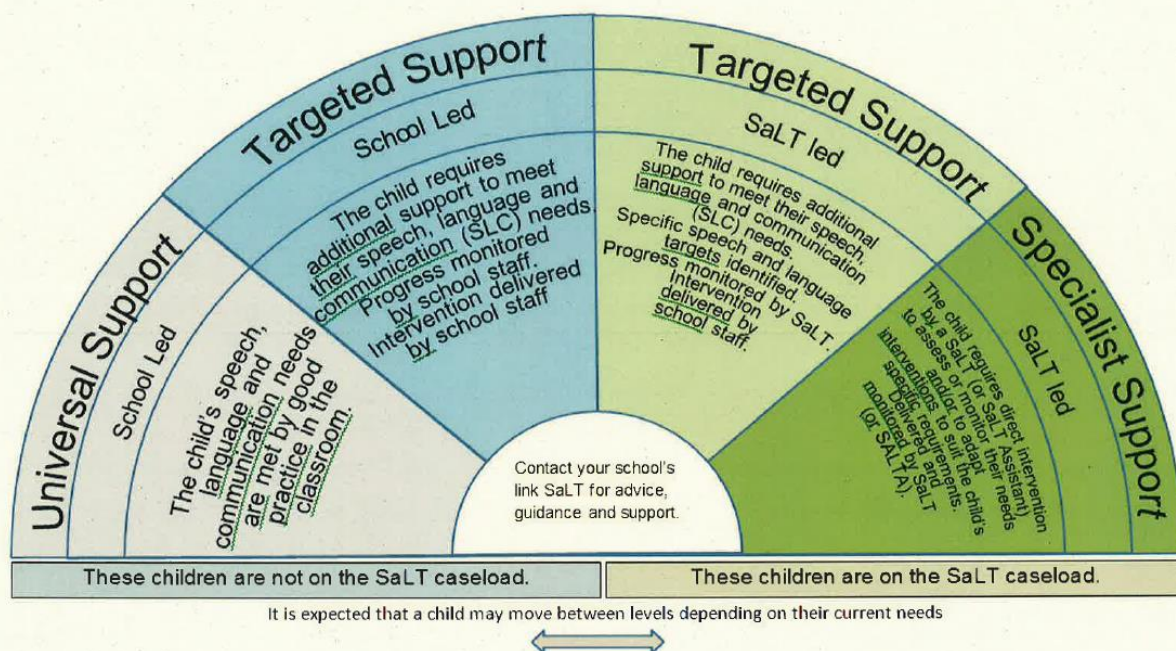
We work closely with the Speech and Language Therapy (SALT) Service both through preliminary assessments, referrals and implementation of SALT programmes where necessary. The programme targets are regularly reviewed (at least termly) through the Provision Mapping Tool which is then shared with the therapist when we review with them.

See the SALT Local Offer Page for an overview of their service:

<https://westsussex.local-offer.org/services/369>

The following chart describes the different level of support pupils can expect from both school and SALT:

Supporting Speech, Language & Communication Needs in School



3.6. Support for pupils with Physical or Sensory needs

We work closely with the Child Development Centre where the Occupational Therapist and Physiotherapists are based along with the paediatricians. We also consult with our School Nurse when necessary.

See their Local Offer Page:

<https://westsussex.local-offer.org/services/15-child-development-centre-cdc-service-inc-speech-occupational-therapists-health-visitors>

When a child has an OT or PT programme we implement that as an intervention in school and monitor the pupil's progress to their targets through the Provision Mapping Tool.

4. Links with other schools and transition

The SENCo meets with the WOW locality SENCos each term. These meetings focus on current national and local developments as well as key issues such as comparing the impact of the interventions used within the different settings.

The SEN Information Report details the transition process both from the various infant schools to Chesswood and from Chesswood to the various high schools.

5. Teaching assistants

See **Teaching Assistant Handbook**.

Teaching Assistants are line managed by their Year Leader. If they work 1:1 with complex needs children they will be line managed by either the SENCO or the Academic HLTA.

5.1. TA CPD

Each week, TAs attend the staff meeting where whole school CPD is delivered.

2020-2021 – these meetings are no longer possible during the school day due to Covid as we can no longer have whole school Assemblies. TA CPD will be delivered to small groups where appropriate.

5.2. TA Appraisals

Each term, TAs will be observed during Learning Walks by the SENCo and/or the Year Leaders. This will be either in class or when delivering an intervention. Observations are designed to be a positive experience when good practice can be celebrated. Any difficulties that the TA may be facing can also be discussed; this may be over certain pupils or areas of support e.g. regulation management, differentiation etc. This is driven by a genuine desire to support and develop consistent, good practice across the school in recognition that it is often the TAs who are supporting our most vulnerable pupils.

All TAs will have a formal Appraisal Meeting annually with their line manager where they can review their observations from the year and discuss any arising issues. This is also the formal opportunity for TAs to discuss their CPD requests and what their future ambitions may be.

5.3. TA absence

- TAs report absence to the absence line on the day of the absence. They also document the absence through the school website Staff Absence Form.
- If a TA's presence in a class is essential e.g. they provide 1:1 support for a child or support the statutory hours that a child requires through an EHCP, every effort will be made to cover their class or the child.
- If a TA who is more general SEN class based is absent for more than 5 days, the year group will pool resources and support this class as thoroughly as possible.

- If there is long term TA absence, the employment of a temporary replacement will be considered.

5.4. TA deployment

TAs are deployed across the school targeting pupils with SEN and those who receive pupil premium.

TA hours in a class will firstly be deployed according to the statutory guidance as set out in the EHCPs across the school.

Pupils who are recognised to be more complex will then have time prioritised for them.

The remaining TA hours are then shared evenly across the classes according to the number of pupils who are registered on SENS.

- **Use of TAs when there is a child with an EHCP in class:**

When there is a child with an EHCP in the class, their needs are to be prioritised. If you intend to use the TA for an intervention that doesn't include that child, consider the following :

1. Is the pupils requiring close 1:1, in which case the TA can't be used (check with SENCO if unsure)
2. If no TA, the teacher is responsible to plan for sufficient support for the child with an EHCP to ensure that it is in line with the statutory EHCP provision requirements and associated funding, i.e. the TA and teacher swap responsibilities for that time.

6. Learning environment

6.1. Visual timetables

- All classes have visual timetables for each day. Alongside key times in the day there is an analogue clock face and in the upper school also digital 24-hour clock display.

6.2. Valuing the work of pupils with SEND.

- Ensure work from pupils with SEND is displayed with first names in each classroom. This work needs to include academic work so they feel valued for this as well as for example their creative work.
- Develop Top Ten displays which include a chance for pupils with SEND to celebrate their achievements and progress. This could be organised by celebrating a small

number from each colour group to ensure a good spread across the class.

6.3. *Developing independence*

- All classes to use the 3B4me (Brain, Book/Board, Buddy and the 'me' adult) – see Appendices.
- RUCSAC (Read, Understand, Choose, Solve, Answer, Check) problem solving strategy display evident in classes.
- Narrative Cards visually displayed to support both literacy activities and general speaking and listening skills e.g. when explaining about a playground issue.
- Key vocabulary (ideally with picture prompts) to be accessible in all classrooms either through cards available on the table or on display at a readable height/ font and size. Key vocabulary to include:
 - Topic and Science vocabulary
 - Maths vocabulary for the four different operations
 - Key maths concepts appropriate to age e.g. mean, mode, median, range
- Key grammar focus appropriate to age e.g. conjunctions, sentence starters, adverbial phrases.
- Spelling prompts as appropriate to class need: phonics (e.g. vowel digraphs and alternative spellings, phoneme cards), spelling rules, high frequency words, National Curriculum spelling lists as appropriate.
- Pupils with SEN to have own calculation models to access on their tables as sometimes having all models displayed on the classroom walls can be overwhelming.

6.4. *Encouraging good learning behaviour*

- If needed, display Good sitting/ looking/ listening/ thinking visual prompts in class at eye level.
- Have a lanyard key ring set for Teachers/ TAs to use within class when appropriate.

6.5. *Use of practical resources*

- Practical resources are clearly labelled within the classroom with images to support self-selection.
- Staff encourage the use of practical resources and will guide choice when appropriate though independent choice is celebrated.
- A range of resources are available to support bespoke needs e.g. yellow books, overlay, Stabilo shaped pens, writing toolkits, wobble cushions, Tangle toys, chewies. Staff to liaise with the Inclusion Team in order to access these.

- Ensure classrooms are tidy and well-ordered so that pupils can access displays and resources well.

7. Management of SEND Provision

7.1. Quality Assurance

The SENCo is responsible for monitoring the standards of pupils' work and the quality of teaching in this subject. The SENCo is also responsible for supporting colleagues in delivering effective intervention for pupils with SEND, for being informed about current developments in the subject, and for providing a strategic lead and direction for SEND in the school. The SENCO will liaise with the relevant governor each term through the Leadership Report to Governors and a follow up meeting to discuss key issues.

7.2. *SENCO timetable.*

Frequency	Equipment Safety	Professional development	Intervention	Leadership
Weekly	Any H & S requirements related to specific equipment for pupils with SEND. Liaise with external agency support if necessary.	TA Performance meetings	On-going review and assessment of intervention effectiveness, acting promptly if the consensus is that an intervention is not addressing need effectively.	Leadership walks using KLE format (3 x 30-60 mins weekly) On-going liaison with parents and external agencies when appropriate.
Half Termly	Informally check equipment for any wear, tear or damage.	Attend any relevant courses and give feedback if required Attend Year group Performance meetings when appropriate.	Review Intervention Records with TAs as part of the on-going drop-in process.	Update project planning Complete book scrutiny for pupils with SEND in line with LLT timetable.
Termly			SEN Review meetings. Review and update Provision Plans though co-production between pupil, parents and school staff.	Complete leadership report 1:1 TA Appraisal review meetings LBAT and ASCT CARM meetings.
Yearly	Check of all SEND related equipment. Review statutory requirements. Audit SEND resources and complete budget request for following year.	Plan CPD opportunities for academic staff. Ensure staff who may need to use positive handling or Team Teach are suitable trained.	Analyse and report on SEND assessment data. Review SEN Information report/ Local Offer.	Primary objectives and self-evaluation Complete WSCC Educational Setting AR List for the SNO. Planning meeting with the EP. Planning meeting with SALT.
More Than Yearly			Review SEND policy. (bi-annually)	

7.3. *Class teacher*

Class teachers are expected to make all reasonable attempts to undertake the following:

Frequency	Equipment Safety	Professional development	Curriculum	Intervention
Weekly	Report any breakages or concerns to SENCO	Report concerns and request support promptly when pupils are not making expected progress.	Annotate plans, differentiate for individual pupils, beyond three ways if necessary, working closely from the Band Sheets and Provision Plans in order to track progress.	Refer to and keep Intervention records in mind when planning for class support. Liaise closely with intervention staff to ensure class learning and intervention are supportive of each other.
Termly	Suggest any relevant purchases to support pupils with SEND.	Attend relevant CPD opportunities – meetings/ courses etc and feedback to SENCO or more broadly when relevant.	Make annotated plans available for SENCo if requested.	Meet with parents of pupils with SEND and the SENCo at SEN Review meetings. Review and update Provision Plans ensuring interventions and class support work closely together to achieve identified outcomes.
Yearly			Undertake and report teacher assessments Report to parents on subject.	Share transition information regarding successful strategies and interventions with new teacher.

7.4. SEND Improvement Planning

The SENCO will undertake the following during the year:

Primary Objectives	<p>Annually - Determine overall effectiveness; review the strategy, principles and primary objective (to what extent has this been met)</p> <p>Record supporting guidance and bulletins as appropriate</p> <p>Termly (before last day of each term) – complete a leadership report to governors. The report shall include succinct information about any significant changes to provision, new initiatives, quality assurance outcomes.</p>
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Self-Evaluation	Annually – Based on an on-going and systematic effort to review provision the leader shall determine an overall grade for each aspect – achievement, leadership, teaching and curriculum. The leader will note the evidence base and will write a self-evaluation statement that will support any review of the subject by senior leadership, governors, the local authority or Ofsted. Critically the leaders will identify annually the improvements secured, the key issues and the next steps (these will be developed within the project plan).
Project Plan	As a result of self-evaluation, the leaders will manage a project plan for SEND. Key information expected within the project plan includes: time lines for project development; costs; action drivers, success criteria and success criteria review. Although not essential project steps should be recorded on large change projects.
Policies, Guidance and Reports	The SENCO is responsible for updating policies within given time frames and noting this within the school improvement database. Other guidance documents used by others within the school community shall be noted within the database along with references to quality assurance reports as appropriate.

7.5. Safe Practice and Risk Assessment

SENCO

It is recognised that some pupils with SEND needs have specific requirements when studying off site, for example on a day or residential trip.

The SENCO will work collaboratively with a child's parents, the child themselves and teacher to undertake necessary risk assessments to enable the activity can be undertaken safely and within guidance.

Class Teacher

Class teachers will ensure safe practice by

- alerting the SENCO when they are undertaking an off-site activity that may require an individual risk assessment.
- working collaboratively with the parents, child and SENCO to plan a risk assessment.
- reading and following any risk assessment related to the activity.

- being aware of arising risks not detailed within a risk assessment, taking appropriate timely action and communicating the risk to the SENCO within 24 hours of the risk being identified.
- sharing relevant risks and controls with pupils in an appropriate way
- developing risk assessments for offsite activities and excursions, based on pre-visits to any place to be visited to assess risks to health and safety issues.
- writing a risk assessment on the place to be visited and keeping it on the school's computer system in the 'Risk Assessment' folder.
- ensuring all supporting adults for the offsite activity have read and understood the risk assessment prior to the day of the visit. In addition, and most importantly adults must understand and accept their responsibilities identified within the risk assessment.

8. Professional Development

Staff will have opportunities, as appropriate, to develop their subject knowledge and understanding of how to support SEND needs through:

- Discussions and support from the SENCO and broader Inclusion Team.
- Training and in-school support from the wide range of external agencies who work with the school.
- It is generally the expectation that individual members of staff will determine their own needs for professional development. As a result, where a member of staff would like to improve a specific aspect of their practise, they should seek the appropriate opportunity to do so, possibly in collaboration with the SENCO. The SENCO will make every effort to support requests for CPD when they will have a demonstrable impact on:
 - Supporting elements of the school improvement plan
 - Supporting an individual member of staff improve an aspect of their practice, which has been determined as a priority, either by the member of staff, a line manager or subject leader.
- Sharing quality outcomes – colleagues within and across year groups meeting to share outcomes of successful strategies and interventions. Where appropriate providing the subject leader with copies of works with appropriate notation for future

reference.

- Observation of other colleagues – this can be arranged where ‘no cost’ cover can be established e.g. a year team colleague agrees to oversee class for a period of time 15-30 mins whilst teacher observes pre-arranged practice elsewhere; HLTA planned cover.

9. Inclusion and Equal Opportunities

Chesswood Junior School makes every effort to avoid discriminating against particular groups and/or individuals in the application of its policies and its procedures. Furthermore, it will seek to use all policies and procedures to affect a positive impact on equality and inclusion. To that end, an equality impact assessment has been undertaken on this policy in relation to three specific criteria – Race & Culture, SEN & Disability and Gender. Please refer to the statement below to identify the assessed impact of the policy and then to the table to identify the specific procedures in place to reduce or remove the actual or potential inequality; alongside the procedures identified to promote equality.

Impact Assessment:

This policy and its related procedures are judged as having **substantial** impact on addressing inequality and promoting equality.

Procedures, plans and actions to tackle inequality and promote equality:

Procedure or action	Race & Religion & Culture	SEN & Disability	Gender
The key driver behind all SEND procedures and actions is to support progress that exceeds that of pupils with no identified SEND, hence closing the academic gap and promoting equality of opportunity.		✓	
Teaching is effectively differentiated to ensure subjects are accessible, relevant and stimulating for pupils, regardless of ability.		✓	

Interventions are planned and impact monitored to provide the most effective support to close the gap between the progress made by SEND and non-SEND pupils.		✓	
Presenting examples of positive role models, both male & female, including those with disabilities e.g. the range of celebrities who are dyslexic.		✓	✓

10. Homework

It is recognised that homework can cause difficulties for a few pupils who have SEND and create stress at home. It is expected that the pupils will access and complete the differentiated homework as planned by the class teacher. This should be manageable for them and support the development of their key skills in the core areas. Managing homework requirements is also important in order to prepare the pupils for the homework demands they will receive in high school. In some exceptional cases, homework may be too challenging for the pupils due to their individual needs. This would then be discussed with the teacher and parent during the SEN review meeting and an agreed approach developed, supporting the pupil to complete an agreed reduced amount of homework each week.

Supervised homework clubs are offered to a selected number of pupils in each year group, prioritising those who are SEND and/or Pupil Premium. This can be a supportive way for pupils with SEND to complete homework within the school environment.

11. Success Criteria

The success of the SEND Policy will be measured according to the following indicators:

- Pupils report that they are happy at school.
- Pupils and their parents report that their pupils are making progress.
- Pupils and parents feel listened to and involved in their provision.
- Pupils' SEND needs are identified at the earliest opportunity to ensure early intervention.
- Pupils show progress on their Provision Plan targets.
- With additional support, pupils on the SEND register make accelerated

progress, closing the gap between themselves and other pupils both nationally and also the non-SEND pupils within the school.

- Impact reports show that the school's interventions are effective and have a positive impact on pupil's progress.

12. Policy Links

This policy should be read in conjunction with the following school policies

- **Special Education Needs Information Report**
- **Behaviour Policy**
- **Staff & Volunteer Safeguarding Conduct and Acceptable Use Policy**
- **Accessibility plan**

Supporting Material

- SEND Code of Practice January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

- CJS SEN Threshold documents and Booster Intervention Progress Reviews:
 - Cognition and Learning
 - Social, Emotional and Mental Health

[Y:\School Level\Policies\Special Educational Needs - Statutory\SEN Threshold Documents](#)

School Information Database - reports therein including

- Subject Self Evaluation
- Project Planning

13. Appendices

13.1. Risk Assessment example

Master Pupil Passports can be found here:

[Y:\School Level\Master Documents\Inclusion Team](#)



CHESSWOOD JUNIOR SCHOOL Risk Assessment



Risk Assessment			
Pupil		Class	
Teacher		TA	
Date		Review Date	
Assessment of Risk			
In which situations does the risk usually occur?			
How likely it is that the risk will arise?			
If the risk arises, who is likely to be injured or hurt?			
What kinds of injuries or harm are likely to occur?			
How serious are the adverse outcomes?			
Agreed Behaviour Management Plan and School Risk Management Strategy			
Key Behaviour Issues			
Typical behaviours within the classroom:			
Expected Outcomes/Targets			
School Support/Intervention		Parental Support	
<ul style="list-style-type: none"> Normal application of school behaviour policy and expectations. 			
Things to avoid:			
Off site visit risk assessment.			

<ul style="list-style-type: none"> This needs to be read in line with the activity risk assessment as detailed on Evolve. Additional specific measures may need to be taken for the individual child depending on the activity planned for. 			
Focus of Measure	Stage 1 - Signs	Controlling Measures	Consequences
Early interventions to manage risks and prevent escalation to stage 2.		Stage 1 <i>Apply strategy as appropriate:</i>	
Focus of Measure	Stage 2 - Signs	Controlling Measures	Consequences
Strategies to manage higher level risk and prevent intensification of the problem by diffusing the situation. Be aware that could progress to crisis once at Stage 2 and it is imperative to work hard to de-escalate the situation now by using the following strategies.		Stage 2 <i>Apply strategy as appropriate:</i>	

Focus of Measures	Stage 3 - Signs	Controlling Measures	Consequences
Reactive interventions to respond to adverse outcomes		Stage 3 <i>Apply strategy as appropriate:</i>	
Focus of Measures	Stage 4 and 5- Signs		
Recovery and depression			
Follow Up	Stage 6		
Staff	Check staff dealing with the incident take a break and have time to recover and talk through their feelings. Staff to: <ul style="list-style-type: none"> record incident on Running Record, copy into a behaviour@chesswood.w-sussex.sch.uk email If Team Teach has been used, record in bound and numbered book.		
Pupil	When calm and equilibrium has been restored, encourage time to reflect and talk through what has happened – use drawings, puppets or verbalising. <ul style="list-style-type: none"> How does s/he feel? How does s/he think the other person/s feel? What can s/he do to repair – offer a suggestion. Inform parents.		

Applicable Sanctions –
<p>SANCTIONS</p> <ul style="list-style-type: none"> • Work not completed to reasonable standard or time: <p>Sanctions available:</p> <ol style="list-style-type: none"> 1. Work completed at break time. 2. Work sent home for completion. 3. Persistent occurrences may lead to completion in after school detention. <p>Sanctions available:</p> <ul style="list-style-type: none"> • Non-compliance with adult request or instructions or rudeness: <ol style="list-style-type: none"> 1. Loss of part or all of break time. 2. After school detention 3. Exclusion

Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and strategies shared with:	Communication Method:	Date Actioned:
SLT Intervention team Teaching staff Support staff MDMS staff Office staff	Shared with parent following meeting. Copy of plan to be kept: • Pupil Passport - electronic folder	

	• Pupil red record folder in Snowdrop Room	
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Staff Training Issues

Identified Training Needs	Training provided to meet needs	Date training completed:

Parent Signature..... Date:

School Signature.....
Position
Date:

Evaluation of Behaviour Management Plan and School Risk Management Strategy

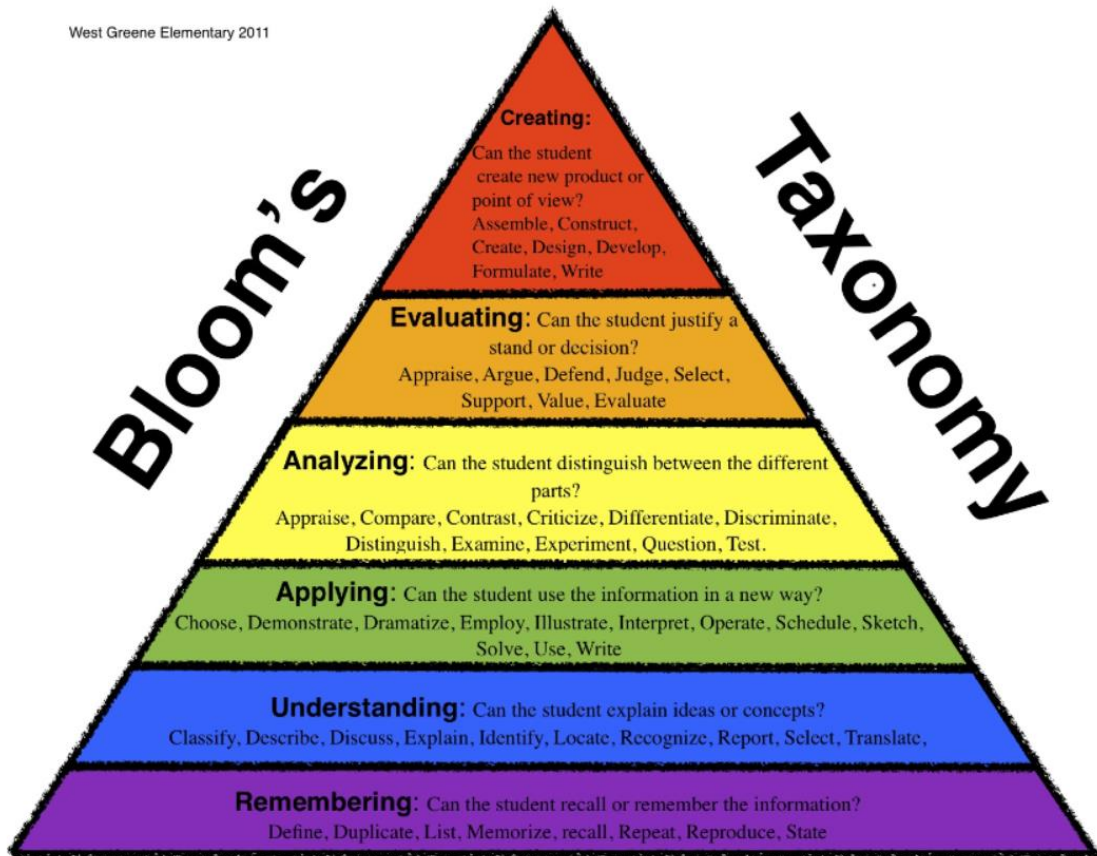
Measures set out	Effectiveness in supporting the child	Impact on risk

ACTIONS FOR THE FUTURE

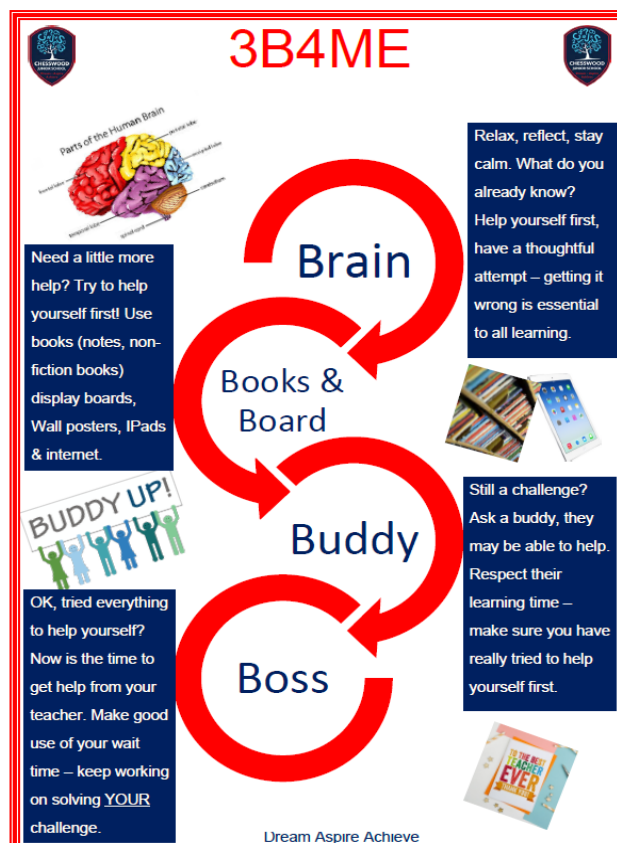
Plans and strategies evaluated by: Date:

13.2. Blooms Taxonomy

West Greene Elementary 2011



13.3. 3B4ME





3B4ME



Every accomplishment starts with a decision to try

You will never know your limits
UNTIL,
you push yourself to them.




Learning & Challenge


We don't grow when things are easy, we grow when we face challenges.

Don't limit your challenges. Challenge your limits.

Dream Aspire Achieve




3B4ME




COMFORT ZONE

What you can already do, may feel like this – it isn't learning it is practice...




Learning & Challenge Zone

Learning should be a challenge use 3B4ME and the LEARNING PIT to approach the challenge positively. **BRIGHT SPARKS:** Persevere when challenged – think positively, find solutions, never give up!



Out of reach – for the moment!

When the challenge is too much it may feel like this – **STOP, GET HELP**, it is too much on your own! As you persevere and develop your skills and knowledge, in time, this challenge will fall into the Learning Zone. **You must learn to fly before you can soar with the eagles – one challenge at a time!**



Dream Aspire Achieve

13.4. PACE (Playfulness, Acceptance, Curiosity, Empathy)

